



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12111537  
SAU: MSAD 17  
School: Harrison Elementary

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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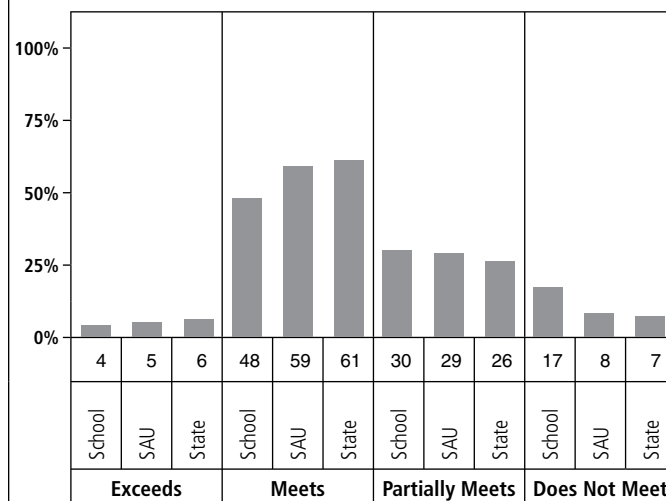
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 17  
School: Harrison Elementary

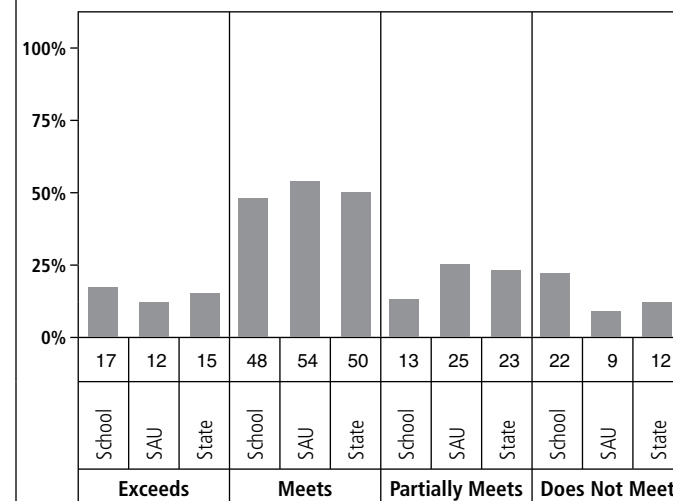
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	540	542	544
2007–2008	546	543	545
<b>2008–2009</b>	<b>542</b>	<b>545</b>	<b>546</b>
Cum. Avg.*	543	543	545
<b>Mathematics</b>			
2006–2007	539	543	546
2007–2008	544	542	546
<b>2008–2009</b>	<b>543</b>	<b>546</b>	<b>547</b>
Cum. Avg.*	542	544	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>541</b>	<b>541</b>	<b>543</b>

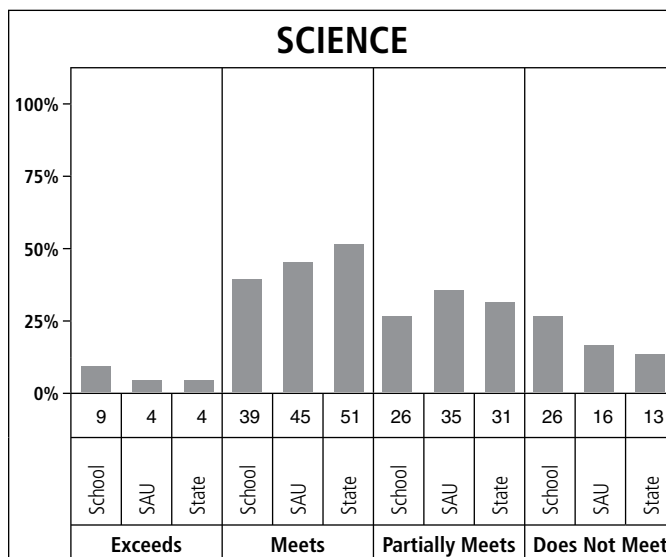
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 17  
School: Harrison Elementary

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Total number of students</b>	23	100	287	100	14212	100	23	100	286	100	14135	100	23	100	286	100	14144	100	23	100	286	100	14137	100
<b>Ethnicity</b> African American/Black	0	0	5	2	397	3	0	0	5	100	388	98	0	0	5	100	393	99	0	0	5	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	4	4	1	259	2	1	100	4	100	253	98	1	100	4	100	258	100	1	100	4	100	257	99
Hispanic	0	0	4	1	175	1	0	0	4	100	172	99	0	0	4	100	172	99	0	0	4	100	173	99
Caucasian/White	22	96	274	95	13271	93	22	100	273	100	13212	100	22	100	273	100	13211	100	22	100	273	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	4	17	46	16	2479	17	4	100	45	98	2454	100	4	100	45	98	2455	100	4	100	45	98	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	14	61	182	63	5848	41	14	100	181	99	5815	100	14	100	181	99	5819	100	14	100	181	99	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	15	65	209	73	10849	76	15	65	210	73	10872	76	15	65	212	74	10976	77
Identified disability (PET/IEP)	0	0	3	1	298	3	0	0	3	1	307	3	0	0	4	2	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	2	1	123	1	0	0	2	1	121	1	0	0	2	1	126	1
<b>Participation with accommodations</b>	8	35	68	24	3122	22	8	35	69	24	3124	22	8	35	67	23	3019	21
Identified disability (PET/IEP)	4	50	33	49	1992	64	4	50	35	51	2000	64	4	50	34	51	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	1	13	2	3	84	3	1	13	2	3	86	3	1	13	2	3	81	3
Other	3	38	34	50	907	29	3	38	33	48	886	28	3	38	32	48	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	9	3	164	1	0	0	7	2	148	1	0	0	7	2	142	1
Identified disability (PET/IEP)	0	0	9	100	164	100	0	0	7	100	148	100	0	0	7	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	1	0	58	0	0	0	1	0	49	0	0	0	1	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 17  
School: Harrison Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	3	9	3	702	5
	2007-2008	1	3	7	3	659	5
	<b>2008-2009</b>	<b>1</b>	<b>4</b>	<b>13</b>	<b>5</b>	<b>836</b>	<b>6</b>
	Cum. Total*	3	4	29	4	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	14	45	143	51	7730	55
	2007-2008	20	67	122	52	8195	58
	<b>2008-2009</b>	<b>11</b>	<b>48</b>	<b>163</b>	<b>59</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	45	54	428	54	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	10	32	96	35	4182	30
	2007-2008	7	23	80	34	3800	27
	<b>2008-2009</b>	<b>7</b>	<b>30</b>	<b>80</b>	<b>29</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	24	29	256	32	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	6	19	30	11	1419	10
	2007-2008	2	7	27	11	1362	10
	<b>2008-2009</b>	<b>4</b>	<b>17</b>	<b>21</b>	<b>8</b>	<b>973</b>	<b>7</b>
	Cum. Total*	12	14	78	10	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	27.9	58.1	30.3	63.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	13.7	57.1	14.8	61.7	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	14.2	59.2	15.6	65.0	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 17  
School: Harrison Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	23	1	4	11	48	7	30	4	17	542	277	5	59	29	8	545	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	0										5	20	60	20	0	550	381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										4						252	11	58	21	11	547
Hispanic	0										4						166	4	54	32	10	543
Caucasian/White	22	1	5	10	45	7	32	4	18	541	264	5	58	30	8	545	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										36	0	22	39	39	534	2290	0	29	47	23	537
No	19	1	5	11	58	7	37	0	0	546	241	5	64	27	3	547	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	23	1	4	11	48	7	30	4	17	542	277	5	59	29	8	545	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	14	0	0	4	29	6	43	4	29	536	172	3	50	36	11	543	5716	2	51	35	12	542
No	9	1	11	7	78	1	11	0	0	551	105	8	73	17	2	549	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	23	1	4	11	48	7	30	4	17	542	277	5	59	29	8	545	13963	6	61	26	7	546
<b>Gender</b>																						
Female	12	0	0	6	50	5	42	1	8	542	116	7	54	34	5	546	6882	8	62	24	6	547
Male	11	1	9	5	45	2	18	3	27	542	161	3	62	25	9	545	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1914	1	41	44	14	540
No	23	1	4	11	48	7	30	4	17	542	277	5	59	29	8	545	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	2										17	24	76	0	0	556	450	26	72	2	0	557
No	21	1	5	9	43	7	33	4	19	541	260	3	58	31	8	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 17  
School: Harrison Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	13	0	0	0	0	1	33	2	67	528	3	0	38	25	38	538	4	2	40	34	24	540
B. less than one hour	65	1	7	9	60	3	20	2	13	545	74	4	58	32	6	545	70	6	63	26	6	546
C. one to two hours	22	0	0	2	40	3	60	0	0	541	21	8	66	19	7	547	24	7	61	26	6	546
D. more than two hours	0										2	0	50	33	17	543	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	57	1	8	8	62	2	15	2	15	545	39	7	71	15	6	548	36	10	67	18	5	549
B. good	30	0	0	3	43	3	43	1	14	541	41	4	58	34	4	545	47	5	62	27	6	546
C. fair	13	0	0	0	0	2	67	1	33	532	18	2	35	49	14	540	15	2	47	40	12	541
D. poor	0										3	0	43	29	29	540	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	52	1	8	9	75	2	17	0	0	549	37	10	61	23	6	548	31	9	65	20	5	548
B. They match some of what I have learned.	30	0	0	1	14	5	71	1	14	538	49	2	60	31	6	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	9	0	0	1	50	0	0	1	50	529	11	0	48	39	13	541	10	3	45	38	14	542
D. There is no match.	9	0	0	0	0	0	0	2	100	525	3	0	38	25	38	537	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	13	0	0	0	0	0	0	3	100	520	9	12	36	36	16	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	61	1	7	9	64	4	29	0	0	548	67	4	59	32	5	545	64	7	63	25	5	547
C. easier than my regular schoolwork	26	0	0	2	33	3	50	1	17	539	24	3	68	18	11	546	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	17	0	0	0	0	1	25	3	75	526	8	0	27	50	23	536	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	35	0	0	3	38	4	50	1	13	540	49	1	55	36	8	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	48	1	9	8	73	2	18	0	0	549	42	10	69	17	4	550	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	35	0	0	5	63	2	25	1	13	544	24	6	67	19	7	547	20	10	64	21	5	548
B. 20 minutes to an hour	61	1	7	6	43	5	36	2	14	542	61	5	57	31	7	545	56	7	65	24	5	547
C. less than 20 minutes	0										8	0	57	33	10	543	10	3	52	33	12	543
D. I rarely read at home.	4	0	0	0	0	0	0	1	100	526	8	0	43	43	14	541	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	9	0	0	0	0	1	50	1	50	533	18	0	50	38	13	543	25	3	53	33	11	543
B. six to ten pages	35	0	0	4	50	3	38	1	13	539	23	3	53	30	13	544	26	6	61	26	7	546
C. eleven or more pages	57	1	8	7	54	3	23	2	15	545	59	7	63	25	4	547	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										50	0	100	0	0	555						
B.	0										17	0	100	0	0	544						
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	532	33	0	0	100	0	536						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 17  
School: Harrison Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	2	6	23	8	1711	12
	2007-2008	2	7	7	3	1617	12
	<b>2008-2009</b>	<b>4</b>	<b>17</b>	<b>34</b>	<b>12</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	8	10	64	8	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	13	42	122	44	6778	48
	2007-2008	15	50	120	51	7284	52
	<b>2008-2009</b>	<b>11</b>	<b>48</b>	<b>151</b>	<b>54</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	39	46	393	50	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	7	23	93	33	3884	28
	2007-2008	11	37	68	29	3341	24
	<b>2008-2009</b>	<b>3</b>	<b>13</b>	<b>69</b>	<b>25</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	21	25	230	29	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	9	29	40	14	1683	12
	2007-2008	2	7	41	17	1778	13
	<b>2008-2009</b>	<b>5</b>	<b>22</b>	<b>25</b>	<b>9</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	16	19	106	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	24.3	50.6	25.2	52.5	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	9.3	51.7	9.6	53.3	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	4.5	45.0	5.1	51.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	5.0	50.0	5.1	51.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	5.5	55.0	5.5	55.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 17  
School: Harrison Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	23	4	17	11	48	3	13	5	22	543	279	12	54	25	9	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										5	20	60	20	0	552	385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										4						257	19	50	20	12	548
Hispanic	0										4						166	9	43	31	17	543
Caucasian/White	22	4	18	10	45	3	14	5	23	543	266	12	53	25	9	546	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	4										38	0	39	42	18	536	2307	3	32	32	33	536
No	19	4	21	10	53	3	16	2	11	549	241	14	56	22	7	548	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	23	4	17	11	48	3	13	5	22	543	279	12	54	25	9	546	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	14	0	0	7	50	2	14	5	36	535	174	8	52	26	13	544	5731	7	46	29	18	542
No	9	4	44	4	44	1	11	0	0	556	105	19	57	22	2	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	23	4	17	11	48	3	13	5	22	543	279	12	54	25	9	546	13988	15	50	23	12	547
Gender																						
Female	12	0	0	8	67	1	8	3	25	540	116	9	55	27	9	545	6889	14	51	23	12	546
Male	11	4	36	3	27	2	18	2	18	547	163	15	53	23	9	547	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	23	4	17	11	48	3	13	5	22	543	279	12	54	25	9	546	12078	17	52	21	10	548
Gifted/talented program																						
Yes	2										17	76	24	0	0	566	450	64	34	2	0	564
No	21	2	10	11	52	3	14	5	24	541	262	8	56	26	10	545	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 17  
School: Harrison Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	13	0	0	0	0	0	0	3	100	512	3	13	25	13	50	535	4	8	38	26	28	539
B. less than one hour	65	4	27	8	53	2	13	1	7	550	74	13	52	28	7	547	70	15	52	23	10	547
C. one to two hours	22	0	0	3	60	1	20	1	20	541	21	10	66	15	8	548	24	15	51	23	11	547
D. more than two hours	0										2	0	50	17	33	542	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	41	2	22	4	44	0	0	3	33	540	29	30	49	15	6	553	34	28	50	14	8	552
B. good	45	1	10	6	60	1	10	2	20	543	46	6	62	25	6	546	45	11	54	24	10	546
C. fair	14	0	0	1	33	2	67	0	0	542	21	2	46	40	12	540	18	3	45	33	19	540
D. poor	0										4	0	50	8	42	537	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	48	2	18	5	45	2	18	2	18	545	47	16	55	21	8	549	38	22	52	19	7	550
B. They match some of what I have learned.	35	2	25	4	50	1	13	1	13	551	38	10	56	28	6	547	48	12	53	24	11	546
C. They match just a little of what I have learned.	13	0	0	2	67	0	0	1	33	531	14	5	47	29	18	539	11	6	40	30	24	540
D. There is no match.	4	0	0	0	0	0	0	1	100	500	1	0	33	0	67	525	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	26	1	17	1	17	0	0	4	67	526	16	9	45	23	23	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	70	3	19	9	56	3	19	1	6	549	66	10	56	27	7	546	64	15	53	23	10	547
C. easier than my regular schoolwork	4	0	0	1	100	0	0	0	0	556	18	24	53	16	6	552	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	0	0	0	0	1	100	518	3	0	56	22	22	540	7	6	39	27	27	539
B. 30–45 minutes	17	0	0	2	50	0	0	2	50	523	18	10	51	29	10	544	28	9	49	28	15	544
C. 45–60 minutes	13	0	0	0	0	2	67	1	33	530	32	10	56	25	8	547	41	17	53	21	9	548
D. more than 60 minutes	65	4	27	9	60	1	7	1	7	553	47	15	53	24	8	547	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	5	0	0	0	0	0	0	1	100	518	5	7	36	21	36	537	6	14	43	24	20	543
B. two or three days a week	18	1	25	3	75	0	0	0	0	553	17	15	55	26	4	547	24	17	52	21	10	548
C. two or three times each month	41	3	33	3	33	2	22	1	11	551	29	11	48	32	9	545	33	17	52	21	9	548
D. never or almost never	36	0	0	4	50	1	13	3	38	533	49	13	58	21	8	548	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	52	1	8	7	58	1	8	3	25	543	32	9	47	32	11	544	23	13	47	26	15	545
B. two or three days a week	17	2	50	2	50	0	0	0	0	559	32	11	61	22	6	548	31	17	52	21	10	548
C. two or three times each month	13	1	33	0	0	1	33	1	33	540	24	13	57	21	9	547	27	17	52	21	10	548
D. never or almost never	17	0	0	2	50	1	25	1	25	532	12	21	44	24	12	547	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										50	0	100	0	0	547						
B.	0										17	0	0	0	100	528						
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	518	33	0	0	50	50	529						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 17  
School: Harrison Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	9	10	4	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	9	39	125	45	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	6	26	99	35	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	6	26	45	16	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	27.6	57.5	28.1	58.5	29.2	60.8
<b>D. The Physical Setting</b>	24	50	11.9	49.6	12.6	52.5	12.9	53.8
<b>E. The Living Environment</b>	24	50	15.7	65.4	15.5	64.6	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 17  
School: Harrison Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	23	2	9	9	39	6	26	6	26	541	279	4	45	35	16	541	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	0										5	20	40	40	0	546	382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										4						256	5	51	27	17	542
Hispanic	0										4						167	1	40	37	22	539
Caucasian/White	22	2	9	9	41	5	23	6	27	541	266	3	44	36	17	542	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										38	0	29	34	37	532	2309	2	29	39	29	536
No	19	2	11	9	47	5	26	3	16	544	241	4	47	36	13	543	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	23	2	9	9	39	6	26	6	26	541	279	4	45	35	16	541	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	14	0	0	4	29	4	29	6	43	534	174	2	36	39	23	538	5729	2	42	37	20	539
No	9	2	22	5	56	2	22	0	0	552	105	7	59	30	5	547	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	23	2	9	9	39	6	26	6	26	541	279	4	45	35	16	541	13987	4	51	31	13	543
<b>Gender</b>																						
Female	12	0	0	5	42	4	33	3	25	537	116	2	43	36	19	540	6886	4	49	33	14	542
Male	11	2	18	4	36	2	18	3	27	545	163	5	46	35	14	543	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1917	1	31	41	28	536
No	23	2	9	9	39	6	26	6	26	541	279	4	45	35	16	541	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	2										17	18	82	0	0	558	450	25	72	2	1	557
No	21	1	5	8	38	6	29	6	29	539	262	3	42	38	17	540	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 17  
School: Harrison Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	13	0	0	0	0	0	0	3	100	522	3	0	25	13	63	532	4	2	37	35	25	538
B. less than one hour	65	2	13	7	47	4	27	2	13	545	74	3	45	37	15	541	70	4	53	31	12	544
C. one to two hours	22	0	0	2	40	2	40	1	20	538	21	7	46	32	15	544	24	5	51	31	12	544
D. more than two hours	0										2	0	50	33	17	539	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	35	2	25	2	25	1	13	3	38	541	27	7	51	26	16	544	26	7	56	26	11	545
B. good	39	0	0	6	67	2	22	1	11	544	44	3	47	38	12	542	53	4	53	31	11	544
C. fair	26	0	0	1	17	3	50	2	33	535	24	2	39	38	21	539	18	2	41	39	17	540
D. poor	0										6	0	25	44	31	535	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	30	1	14	3	43	0	0	3	43	544	18	2	54	20	24	542	23	5	56	28	11	544
B. They match some of what I have learned.	26	1	17	3	50	2	33	0	0	549	41	4	40	43	12	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	30	0	0	3	43	4	57	0	0	540	30	2	52	34	11	542	23	4	49	33	14	543
D. There is no match.	13	0	0	0	0	0	0	3	100	519	11	7	30	30	33	538	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	17	0	0	0	0	2	50	2	50	529	23	8	39	34	19	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	65	2	13	8	53	2	13	3	20	547	58	3	47	35	15	542	58	4	52	32	12	543
C. easier than my regular schoolwork	17	0	0	1	25	2	50	1	25	532	20	2	46	35	17	541	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	9	1	50	0	0	0	0	1	50	549	12	3	36	30	30	537	33	5	51	31	14	543
B. a few times a week	74	1	6	9	53	5	29	2	12	544	54	5	55	31	9	544	45	4	52	32	11	544
C. once a week	4	0	0	0	0	0	0	1	100	520	6	0	41	29	29	538	8	4	50	30	16	542
D. a few times a month	13	0	0	0	0	1	33	2	67	525	28	3	32	45	19	539	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	9	0	0	0	0	1	50	1	50	524	23	3	47	41	9	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	35	0	0	3	38	1	13	4	50	534	31	0	39	37	24	537	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	26	1	17	1	17	4	67	0	0	544	28	9	49	31	12	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	30	1	14	5	71	0	0	1	14	551	18	2	49	29	20	542	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	70	2	13	7	44	4	25	3	19	543	43	3	52	34	12	543	47	4	51	32	12	543
B. a few times a month	26	0	0	2	33	2	33	2	33	537	27	7	37	34	22	541	27	5	54	30	11	544
C. once a month	0										10	0	33	41	26	537	10	5	49	30	15	543
D. never or almost never	4	0	0	0	0	0	0	1	100	528	20	4	48	34	14	542	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	70	2	13	8	50	5	31	1	6	546	43	3	53	35	9	543	46	4	52	32	12	543
B. a few times a month	17	0	0	1	25	1	25	2	50	534	25	4	43	32	20	542	28	5	53	30	12	544
C. once a month	4	0	0	0	0	0	0	1	100	514	11	0	20	50	30	533	11	4	47	34	15	542
D. never or almost never	9	0	0	0	0	0	0	2	100	524	21	7	47	26	19	543	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										50	0	67	33	0	545						
B.	0										17	0	0	100	0	538						
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	514	33	0	0	50	50	525						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number